**M2P PLC Meeting #1**

**Chapter 1: Introducing the Five Practices**

After reading the chapter, answer independently and then discuss the following questions.

1. What are the costs and benefits of learning through discussion of student-generated solutions versus learning from carefully constructed teacher explanations?
2. How do you currently plan a lesson? To what extent do you focus on teacher vs student actions?
3. How might you maximize your efficiency anticipating student responses? What resources can you use to make this step easier?
4. How might a monitoring chart such as the one shown in figure 1.1 be useful to you in your work? What modifications might allow you to use your monitoring chart to show student growth for TPEP?
5. To what extent do you plan questions in advance of the lesson? How might your colleagues help you prepare and refine your questions?
6. How might carefully selecting and sequencing students’ responses affect the quality of the discussion? How might these practices improve the quality of discussions in your classroom?
7. Why is connecting important? What is your role in helping students make mathematical connections?

**Before the next PLC meeting:**

Consider a lesson you will teach within the next two weeks.

Choose one of the five practices and modify your planned lesson to incorporate the practice as you currently understand it. For example:

* work through the task you plan to use and anticipate student responses
* create a chart or some other tool to capture student ideas re: the mathematical task
* plan questions to use during the lesson.

Record your plan on your Teacher Instructional Action Plan and share with your colleagues.

Plan to report back to your PLC during your next meeting about how your modification impacted student learning.

**M2P PLC Meeting #2**

**Chapter 2: Laying the Groundwork: Setting Goals and Selecting Tasks**

As you read the chapter, stop and discuss **Active Engagement 2.1. *Change*** the questions for **Active Engagement 2.2 and 2.3** as described below.

**Active Engagement 2.2**

Consider the learning target for an upcoming lesson.

* Is it possible to rewrite the learning target so the mathematical idea you want students to learn is more clear for students? Share your learning target with a colleague for feedback.
* How will the clarified learning target impact the way you plan or teach your lesson?

**Active Engagement 2.3**

Use the Task Analysis Guide to analyze the task(s) that you plan to use in the upcoming lesson you considered earlier.

* What categories are represented with your planned tasks? What categories have not been represented?

After reading the chapter, answer independently and then discuss the following questions.

1. How would you describe the relationship between the learning target for a lesson and the instructional activities in which students are to engage during the lesson?
2. How does the learning target help you when planning the lesson and selecting a task?
3. How does the learning target help students understand the purpose of the task or activity?
4. The authors argue that what students learn depends on the nature of the task in which they engage. Do you agree with this point of view? Why or why not?
5. What do you see as the costs and benefits of using high-level (i.e. cognitively challenging tasks) as the basis for instruction?

**Before the next PLC meeting:**

Consider the learning target and planned task(s) for an upcoming lesson.

* How will you ensure your students understand the learning purpose of the task?
* How will you ensure all students are able to access the planned tasks?

Record your plan on your Teacher Instructional Action Plan and share with your colleagues.

Plan to report back to your PLC during your next meeting about how your modification impacted student learning.

**M2P PLC Meeting #3**

**Chapter 3: Investigating the Five Practices in Action**

As you read, follow the directions in **Active Engagement 3.1.**

After reading the chapter, answer independently and then discuss the following questions.

1. How would you describe an effective lesson? Briefly summarize an effective instructional sequence in a lesson in your class.
2. Do you think Darcy Dunn’s lesson was effective? What aspects of the lesson lead you to that conclusion?
3. What, if anything, would you have liked to see Darcy Dunn do differently? How do you think the changes that you propose, if any would have affected student learning?
4. Compare the instruction in Darcy Dunn’s class with the instruction in David Crane’s class. How were they the same, and how were they different? What impact do you think the differences may have had on students’ opportunities to learn?

Before the next PLC meeting:

Based on the ideas in the chapter or something that came up in your PLC discussion about effective lessons:

* Commit to make a change in the next lesson you implement.
* What impact do you expect the change to make on students’ opportunities to learn? How will you document that impact?

Record your plan on your Teacher Instructional Action Plan and share with your colleagues.

Plan to report back to your PLC during your next meeting about how your modification impacted student learning.

**M2P PLC Meeting #4**

**Chapter 4: Getting Started: Anticipating Students’ Responses and Monitoring Their Work**

As you read, follow the directions in **Active Engagement 4.1, 4.2, and 4.3.**

After reading the chapter, answer independently and then discuss the following questions.

1. Why would you spend the time solving a task in which students will engage? Is this something you routinely do? Why or why not?
2. Why might you want to anticipate both correct and incorrect approaches to solving a task? How might thinking about correct and incorrect approaches to solving a task impact the questions you plan?
3. How might a monitoring chart such as the one shown in figure 4.3 be useful to you in your work? (The same question was posed in chapter 1. Has your view of the usefulness of this tool changed since you initially considered the value of the monitoring chart?)
4. Nick Bannister must have spent considerable time planning and thinking about this lesson. Under what circumstances might such an investment of time be worthwhile?
5. What, if anything, do you think Nick Bannister could or should have done differently in planning (part 1) and supporting students’ work on the task (part 2)? Why would you make these changes?

Before the next PLC meeting:

Select a high-level task that has the potential to help students achieve a learning target for a lesson you plan to teach in the next two weeks. Individually, or in collaboration with one or more colleagues, do the following:

* Anticipate all the ways in which students are likely to solve the task and the errors that they might make.
* Consider questions that you could ask about these approaches that could help students in making progress on the task.
* Create a monitoring sheet that you can use to record data during the lesson. Note the sequencing you chose.

Plan to bring the monitoring sheet, with notes on the sequencing you chose to the next PLC meeting to discuss.